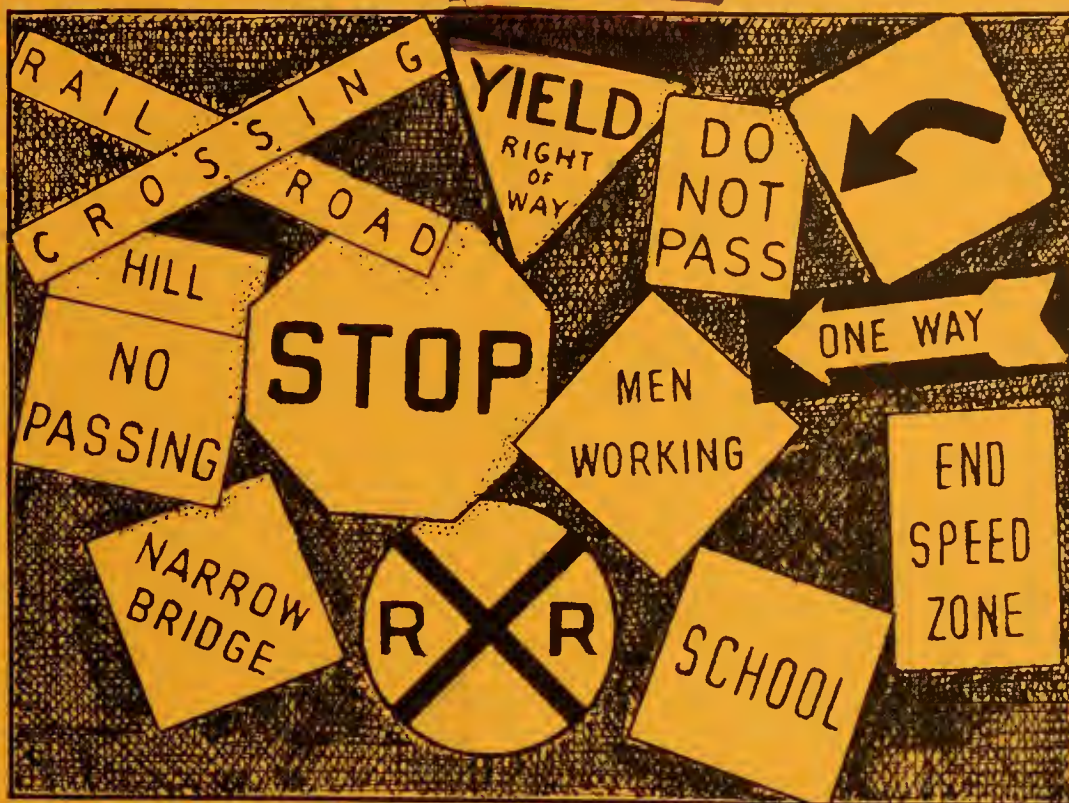


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HOWDY, PODNERS!

Five New Regional Clinical Trainers

D.D.C.P.T.

Congratulations

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Good News and Reviews

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WINDFALLS

Report From Your Relentless Researchers

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meldrum's memo

Most of the readers of the *descriptor et cetera* are aware that Peggy Fields has resigned as the Developmental Disabilities Division Administrator, effective September 26, 1980.

Peggy will be remembered for reorganizing the Division into a manageable, responsive organization with very clear lines of communication. She has worked closely with the providers in establishing better working relationships. Peggy will be working on several select special assignments through the Social and Rehabilitation Services Directors office. We express our best wishes and good luck as she begins this new venture.

- - - - -

The major efforts of the Division, for the next few months, will be preparing for the coming legislative session. We will be keeping you informed of our progress.

James R Meldrum



production & editorial staff

TED SPAS

MELINDA ARTZ

MARLENE KENNEDY

MIKE MUSZKIEWICZ

Howdy, podners!



We welcome five new Regional Clinical Trainers (RCTs). At last the Technical Assistance Section is completely staffed! The search was long and careful. These new RCTs will soon prove the long wait worthwhile.

SUSAN GEHRING, Region III

Susan's BS is in both psychology and criminology. Since graduation she's attended a seminar in grantsmanship. Her extensive experience includes nearly five years as a cottage supervisor at Sunland Center (Orlando, Florida) and at BRS&H. Susan has worked with clients ranging from mildly to severely and profoundly retarded. She has published material twice! Canoeing, hiking, and assorted outdoor activities keep her busy in her scarce leisure hours, as do her new husband and home in Billings.

GERRY KEMPEN, Region I

Gerry leaves Progress, Inc., after years, for the plains of the north. He is a DDCPT and knows what it's like to go through the curriculum. He worked in New Jersey for a year and a half with juvenile developmentally disabled "delinquent offenders" and for another year at United Cerebral Palsy of New Jersey. In both jobs he was a behavioral trainer. Gerry's BA is in sociology and psychology . . . which doesn't hurt his poker playing at all! He's single and was heard to say, "I'm fun at parties. I don't like guacamole dip, but I like to dip when I dance. My dog loves me. I can't wait to get to Glasgow!" Kempen likes to hunt and shares Gehring's love of the outdoors.

LARRY LOVELACE, Region IV

Larry's BS is from Oklahoma State University--the cumulative effect of attending that school, Central State University, and Southwestern State College. He majored in public administration and minored in psychology and sociology. After a short stint as a peanut and tomato crop inspector, Larry began his career at BRS&H as an Habilitation Aide. He quickly moved upward through the ranks to Habilitation Training Specialist and then Cottage Supervisor. This summer he finished building his cabin home on South Boulder River, just in time to accept his new position in Helena and end his five year tour of duty at Boulder. He's single and a hunter too.

HOWARD SHAW, Region II

Howard holds two masters degrees from Western Michigan in Kalamazoo; one's in psychology and the other's in business administration. He worked for the Kalamazoo Valley Intermediate School District for six years during which he wrote several curriculum packages for the KVISD and for McKercher Rehabilitation Center. For the last two years of those six he ran a work activity center for the multiply handicapped. Howie is single, likes to hunt and fish, and doesn't mind being called "Howie."

JEANNETTE STANGL, Region II

Jeannette has worked at two institutions--Woodward State Hospital (Iowa) for one year as a psychology assistant and BRS&H for two years as a Habilitation Training Specialist *and* Program Manager. Her BA is in psychology and social work. Jeannette has survived working in Region II for approximately five months and now holds the rank of Senior RCT for that region. She too has been published! She co-authored an article entitled "Environmental Influences on Self-Stimulatory Behavior," appearing in this September's *American Journal of Mental Deficiency*. Jeannette spent nearly a year touring Europe and ski bumming around Missoula. She is single and loves to hike, canoe, and kayak. (Editor's Note: Are you beginning to think these outdoor activities are required for the RCT job?) Jeannette, with two other women, took First Place in the 1980 Missouri River Run Three Woman Craft Division. ■

d.d.c.p.t.

CONGRATULATIONS are in order!!

The following people have been certified as Developmental Disabilities Client Programming Technicians.

Region I	Region II	Region III
Carolyn Nyquist	Tammy Keenan Tim Kirkegaard Mary Anne Sladich	Billie Dillon Steve Griffin Les Hudson Tom Mikami Gina Neill Bob Ross
Region V		
Alma Robertson		

conrad

The following article came from Mary Anne Sladich at P-T Activities in Conrad. Congratulations to the P-T staff!

One of the main goals of community-based programs is to integrate developmentally disabled persons, as fully as possible, into society. By doing this, the principle of normalization is implemented and individuals are helped to develop their potential. Many developmentally disabled people spent years in institutions, where they acquired certain behaviors that need to be modified if they are to meet the formal and informal standards of Montana's communities. The star of this report is 34 years old and spent 20 of those years in an institution. To protect his privacy in this article, he's called "Bill."

Bill exhibits a wide variety of problem behaviors. One that we chose to correct was inappropriate contact with others. Bill continually grabbed people's faces and pulled at their arms. Whenever he was within arm's length of another person, he initiated physical contact. Not only was this behavior inappropriate, but it was also extremely irritating so, as a result, the quality and quantity of staff interaction with Bill greatly decreased. He was avoided. To try to control this behavior, a program was designed to decrease the inappropriate contact through the use of exclusion time-out, a "Class I" procedure. This program was to be carried out at both the day activity center and Bill's group home. In each setting, a particular chair was selected as the time-out chair. The only other materials we needed were a stop watch, record sheet, and pen. Inappropriate contact was defined as Bill standing less than two feet from another person with his hands closer than twelve inches from that person.

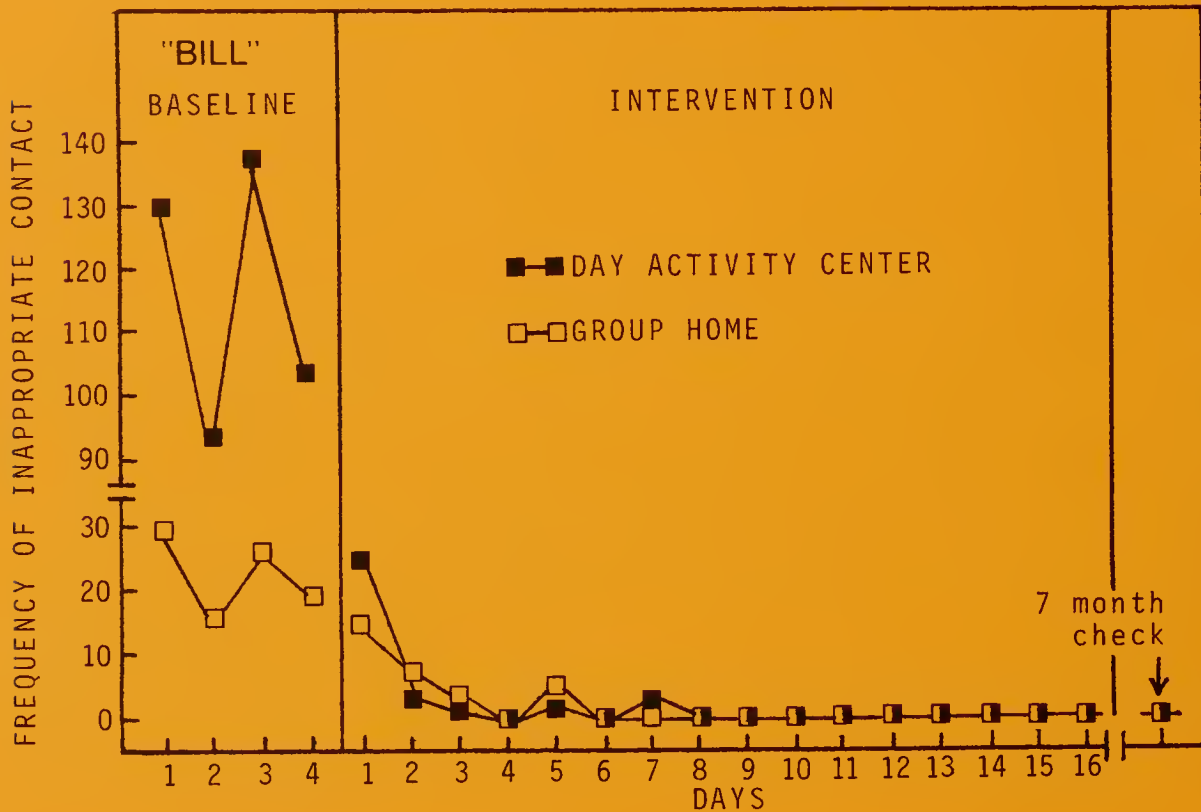
Baseline was taken at both the day activity center and the group home (see graph below). A frequency count of the inappropriate contact behavior lasted four days and was taken during all of Bill's waking hours.

During the intervention phase, Bill was given behavior specific praise for each instance of appropriate contact. All staff members in both settings consequated the inappropriate contact and reinforced appropriate behavior.

After each occurrence of the inappropriate contact, Bill was told, "Bill, no grabbing. You have to sit quietly in the chair for one minute." Bill was led to the chair and required to sit quietly for 60 consecutive seconds. During the time-out period, a staff member stood near Bill (approximately three feet away), but did not interact with him at all. At the end

of the time-out interval, Bill was instructed to return to the activity he was engaged in at the time the inappropriate contact occurred. Bill was reinforced with behavior specific praise at the first occurrence of appropriate contact. (Before implementing intervention, we explained the total procedure to Bill and role-played it with him.)

The results of the intervention are dramatic, as shown in the graph. After just seven days of the intervention, the frequency of inappropriate contact dropped to zero.



The graph demonstrates the success of exclusion time-out in dealing with Bill's inappropriate contact behavior. Although his is only one example, Bill's case does indicate the kind of results that can occur when problem behaviors are addressed systematically and consistently. Seven months have passed since intervention began with Bill. In that time a reoccurrence of the inappropriate contact behavior has not been observed. □

Have you had a winner in your program? Has a program been designed and implemented successfully? Let us know. We'll help you get it ready to include in the next *descriptor et cetera*. No news may be good news, but who's to know? Spread the good words in this section of your magazine.

havre

This summer a person attending Havre Day Activity Center received his Montana Driver's License after completing training provided by Northern Montana College and HDAC. Mark Baker, Training Manager at HDAC, describes below the procedure he used to help that person obtain his license. The newly licensed driver is called "Dan" in this article, to protect his privacy.

"Dan.

My friend Dan wanted to learn to drive. Since I'd never taught driver education, I looked for other resources. The community high school couldn't serve Dan because he was an adult and therefore ineligible for public school services. Fortunately, I discovered that Northern Montana College offers training to certify secondary teachers of driver education. With the help of the college's driver education staff, Dan had about ten hours of behind-the-wheel training. He practiced another six hours with me.

To prepare for the written tests on signs and regulations, Dan studied *An Adapted Version of the Montana Driver's Manual for Learner License Applicants*, by Barbara Bowland. This special manual is available from local drivers examination offices. The manual is designed for people with limited reading abilities. Large print and a multitude of illustrations greatly aided the one-to-one teaching of the information.

A date was set for the written test. On the day of the test, I drove Dan to the drivers examination office. There Dan listened carefully as each question and its possible answers were read to him. Some unfamiliar words required brief explanations. Dan then chose his answer. In this way, he passed both written tests that day.

On a later day, Dan took the driving test. I didn't go with Dan in the car; the law requires the applicant to drive with only the driver examiner during the test. Dan passed the driving test on the second attempt.

For more information, write to Mark Baker, Training Manager; Havre Day Activity Center, Inc.; P.O. Box 1847; Havre, Montana 59501.□

tric

TRIC has a variety of resources on driver education. If you're considering developing a program, these materials may be of use. Just call 449-2446 or 449-5647 to order.

GETTING READY TO DRIVE

Wool, John. Phoenix, NY: Frank E. Richards, 1967, pp. 60.

Prepares the nonacademic student for the oral or written tests required for obtaining a driver's license. Presents materials

that are cross-sections of similar vehicular codes and procedures from the driver's manuals of the fifty states.

FOLLETT COPING SKILLS: USING TRANSPORTATION

McVey & Associates, Inc. Chicago, IL: Follett Publishing Co., 1978, pp. 63.

Geared to students with low reading skills. Shows how to get around in a car by teaching about information signs and maps. Each lesson presents a brief problem or situation, a selection of important words with definitions, and exercises to check comprehension.

KNOW THE SIGNS--BE A BETTER DRIVER

Manuals and Filmstrips

Corcoran, Eileen and Ambrose. Phoenix, NY: Frank E. Richards, 1970, pp. 42.

Book I--Driving in the Country

Designed for people with minimal reading skills. Discusses how signs tell drivers what to expect and what local regulations are. Explains pavement markings.



Book II--Driving Interstate and Super Highways

Designed for people with minimal reading skills. Reviews driving. Instructs in driving interstate and super highways. Explains guide signs. Offers suggestions for planning trips, reading maps, and planning expenses. Presents the defensive driving code and tips from a professional driver.

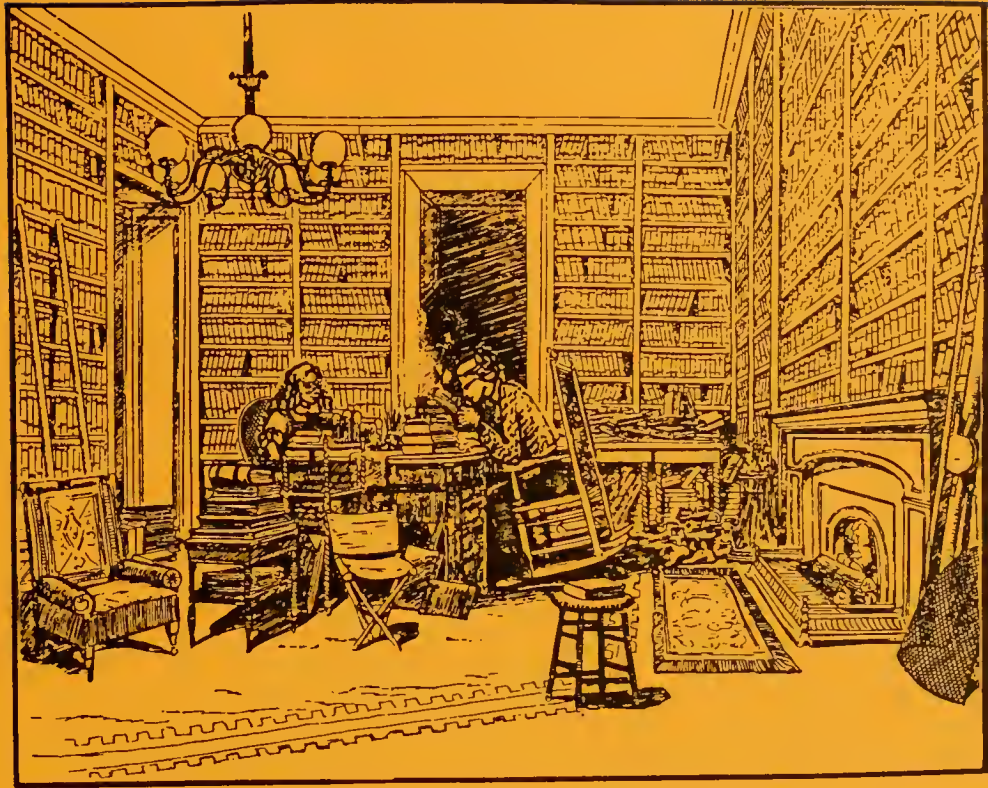
SIGN INDEX

Traffic Manager's Office. Helena, MT: Montana Department of Highways, 1979.

Presents state and federal codes regulating signs and their placement. Illustrates in color all highway signs and shows updated nonverbal version of older signs. Although basically a standards manual, it can be used as a reference for teaching the meaning of Montana road signs.■



descrip tor



new books

ANNUAL REVIEW OF BEHAVIOR THERAPY THEORY & PRACTICE: 1979
Volume VII

Franks, Cyril, and G. Terence Wilson. New York, NY:
Brunner/Mazel, Inc., 1980, pp. 760.

Presents and comments on the most innovative or otherwise noteworthy articles of the past year in a variety of aspects of contemporary behavior therapy, including sections on behavioral medicine and generalization and maintenance of treatment-produced change. Analyzes the whole spectrum of new developments and a wide variety of other articles in both theory and practice of behavior therapy. Twenty outstanding contributions appear under the following section headings: systematic desensitization, flooding, modeling, and assertion training; cognitive processes and procedures; recent developments in behavioral assessment; therapeutic behavior change with children and adolescents; behavioral medicine; addictive disorders (alcoholism, obesity, and cigarette smoking); institution, industry, community, and the total environment; and case studies, clinical issues and special procedures. Heavy reading.

AUTISM: NEW DIRECTIONS IN RESEARCH & EDUCATION

Webster, Christopher, and others, eds. Elmsford, NY: Pergamon Press, Inc, 1980, pp. 282.

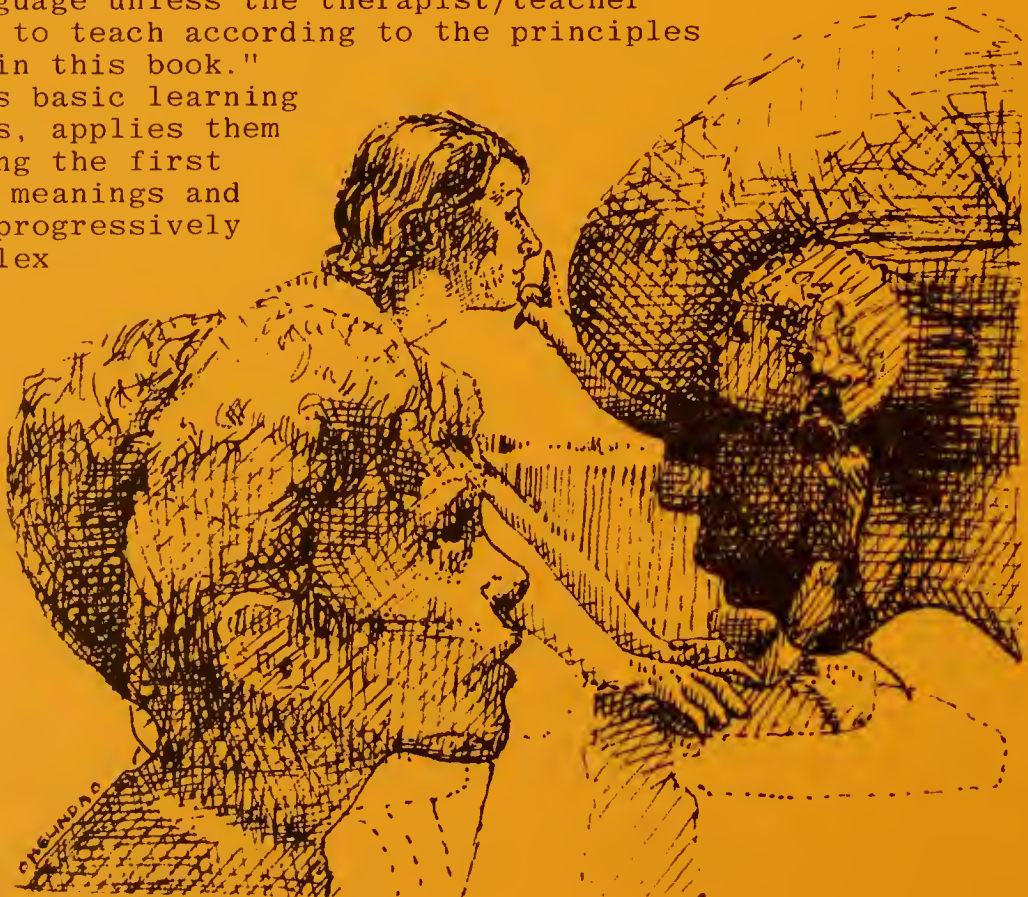
Acknowledges the diversity of the phenomena labeled autism and accepts that no universal solutions to the problems of etiology, education and management can be found. Describes the experiences of the families. Relates the trials and tribulations of a psychologist working with an autistic child. Underlines the necessity for professionals to learn something new from each child with whom they work. Discusses the successes and failures of education programs. Describes a method of teaching language through simultaneous use of signs and speech. A thoroughly readable book and source of new ideas, both theoretical and practical.

THE AUTISTIC CHILD: LANGUAGE DEVELOPMENT THROUGH BEHAVIOR MODIFICATION

Lovaas, O. Ivar. New York, NY: Irvington Publishers, Inc., 1977, pp. 246.

Introduces the reader to the largely operant learning theory forming the basis for this language program designed for therapists, teachers, and parents. Flatly states that, "A psychotic or retarded child with severe limitations on expressive and receptive language will, in all probability, not learn language unless the therapist/teacher knows how to teach according to the principles laid out in this book."

Introduces basic learning principles, applies them in building the first words and meanings and leads to progressively more complex language.



BEHAVIOR MODIFICATION IN REHABILITATION MEDICINE

Ince, Laurence. Springfield, IL: Charles C. Thomas, Publisher, 1976, pp. 302.

Introduces methods of behavior modification and applications of behavior modification to motor behavior. Offers behavioral techniques for use with management problems. Ends with therapeutic applications of biofeedback in rehabilitation medicine.

CHILDREN'S EXPERIENCE WITH DEATH

Zeligs, Rose. Springfield, IL: Charles C. Thomas, Publisher, 1974, pp. 247.

Covers all aspects of death as it touches the lives of children and adolescents. Written by a practicing child psychologist. Has a moving quality arising from direct dialogue with children, adolescents, and parents. Chapters cover developmental concepts of death, fear of death, the hospital experience of the dying child and adolescent, the *handicapped child*, suicide among children, and the influence of religion on children's attitudes towards death.

CLINICAL & ADMINISTRATIVE ISSUES IN THE LARGE-SCALE IMPLEMENTATION OF THE AZRIN-FOXX SELF-INITIATION TOILET TRAINING PROGRAM

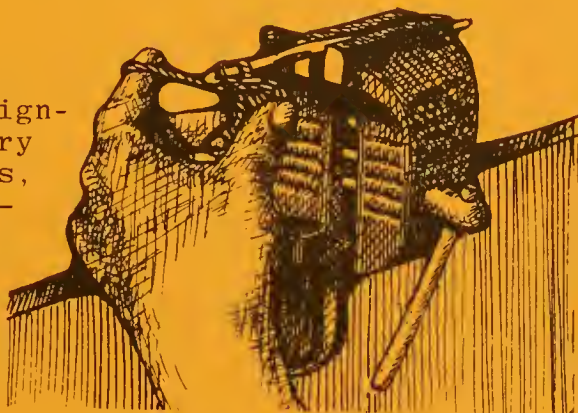
Pfadt, Al, and Manny Sternlight. Staten Island, NY: Staten Island Developmental Center, 1980, pp. 47.

Presents client training data derived from the large scale application of the Azrin-Foxx self-initiation toilet training in a state facility. Documents the existence of multiple training outcomes. Modifications of training to fit client needs and capabilities are described, as are barriers which limit generalization and maintenance of treatment gains.

CRAFTS FOR THE DISABLED

Gault, Elizabeth, and Susan Sykes. New York, NY: Thomas Crowell, Publishers, 1979, pp. 120.

Gives detailed instructions for designing and making a wide variety of very attractive toys, fashion accessories, and household items using canvas embroidery, knitting, crochet and canework. Tips on adaptive measures make this especially useful. Clearly written instructions and well-designed illustrations make this an excellent resource.



CURRICULUM MODEL FOR INDIVIDUALS WITH SEVERE LEARNING & BEHAVIOR DISORDERS

Simonson, Linda Rumanoff. Baltimore, MD: University Park Press, 1979, pp. 310.

Describes a practical, easily implemented curriculum for an effective educational program for severely impaired and behavior disturbed individuals. Teaches practical, useful activities in a wide variety of self-help and daily living skills and related functional academics. Geared to students ages 12 and up. Stresses language skills throughout and uses a task analysis approach.

DIAGNOSTIC & STATISTICAL MANUAL OF MENTAL DISORDERS

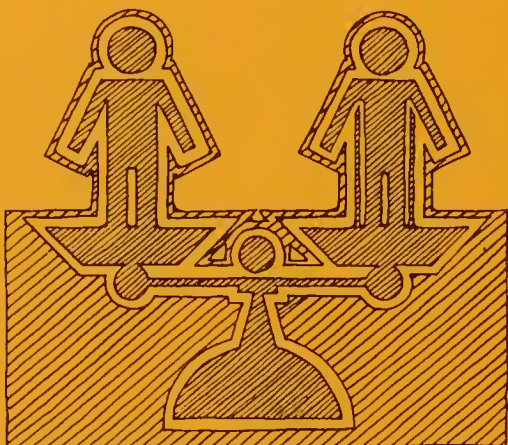
Third Edition

Washington, DC: American Psychiatric Association, 1980, pp. 494.

Classifies mental disorders using the American Psychiatric Association system. The text deals very little with developmental disabilities; however, for psychiatric disorders, the text contains a wealth of information including: diagnostic criteria, age at onset, predisposing factors, complications, prevalence, sex ratio, course, and sub types for each disorder. Fine book.

EDUCATING HANDICAPPED CHILDREN: THE LEGAL MANDATE

Martin, Reed. Champaign, IL: Research Press, 1979, pp. 179.



Explores the challenge of change from the sources of law. Affirms the rights of all eligible children to a free and appropriate education. Discusses individualized education programs and the least restrictive alternative. Suggests procedural safeguards, record keeping, and confidentiality.

EFFICIENT ACCOUNTING & RECORD-KEEPING

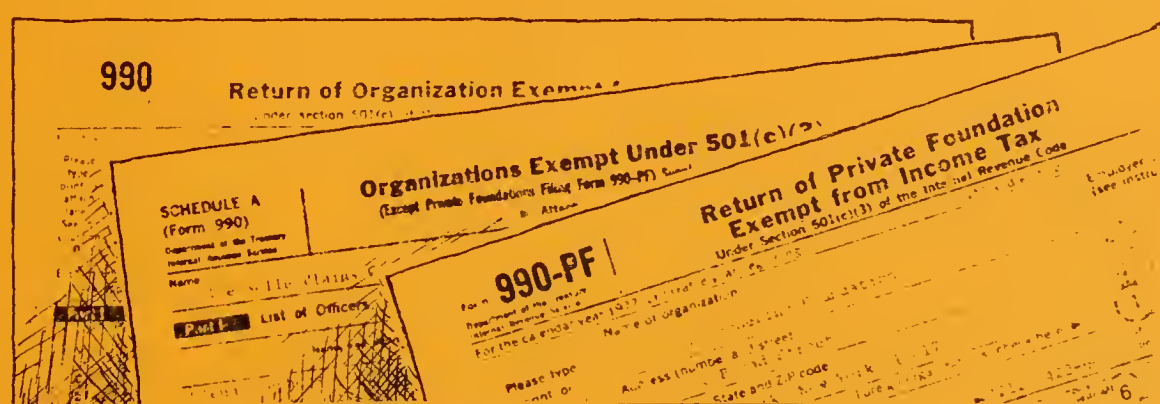
Doyle, Dennis. Somerset, NJ: John Wiley & Sons, Inc., 1977, pp. 116.

Defines the client/accountant relationship. Outlines a good record-keeping system. Specifies what records to keep and how long to keep them. Details accounting systems, inventory accounting, and payroll accounting. Suggests how to use your financial statements for planning and how to prepare for taxes. The language of accounting is explained in the glossary.

ENTREPRENEURSHIP & SMALL BUSINESS MANAGEMENT

Schollhammer, Hans, and Arthur Kuriloff. Somerset, NY: John Wiley & Sons, Inc., 1979, pp. 608.

Introduces readers to the nature of entrepreneurship by telling how to identify and evaluate new venture opportunities. Details selected legal aspects of starting a business and putting it all together with a prospectus. Discusses financing new and growing businesses. Outlines small business management: planning, organization, personnel management, management succession, marketing management, production and operations management, management control, and organizational development. Relates cases in entrepreneurship and small business management.



FINANCIAL & ACCOUNTING GUIDE FOR NONPROFIT ORGANIZATIONS

Third Edition

Gross, Malvern, and William Warshawer. Somerset, NJ: John Wiley & Sons, Inc., 1979, pp. 568.

Provides an in-depth description of financial procedures for non-profit corporations. The information is highly technical, but explained very clearly. According to Jim Meldrum, an excellent book for study by executive directors. Contents include responsibilities of treasurers and chief executive officers; key financial concepts such as accounting, assets, investments, and contributions; financial statement presentation; accounting and reporting guidelines for various organizational types; controlling the nonprofit organization to avoid bankruptcy, using a budget, choosing the right bookkeeper, and investments; tax and compliance reporting requirements; and setting up and keeping the books.

FIRST YEARS OF A DOWN'S SYNDROME CHILD

Riesz, Elizabeth Dunkman. Seattle, WA: Special Child Publications, 1978. pp. 301.

Traces the development of Sarah Reisz from birth to 24 months. Includes descriptions of how Sarah was taught a variety of skills

such as self-help, motor, and language skills. The information is developmentally sequenced. A good book for parents and family trainers.

Follett Coping Skills Series

Activities in these books relate directly to practical matters students will encounter. The *Teacher's Guides* offer teaching procedures, instructional objectives for students, teaching suggestions for the lessons, and supplementary activities.

BANKING

Herzog, Betty. Chicago, IL: Follett Publishing Co., 1980.

Part I teaches about checking accounts--opening one, making a deposit, using a register and writing checks, and reconciling a checking account statement. Part II tells how to open a passbook savings account and borrow money. Suggestions on "how to play it safe" cover insurance on deposits, money orders, paying bills with personal and certified checks.

BUDGETING

Chicago, IL: Follett Publishing Co., 1980.

Students read about income, fixed expenses, and changing expenses. Combining this information, they make up a budget.

FAMILY PLANNING

Chicago, IL: Follett Publishing Co., 1980.

Various reasons for family planning are given. Students are asked to list reasons important to them that can form a basis to plan their future families.

FINDING WORK

Chicago, IL: Follett Publishing Co., 1980.

Presents the kinds of information asked for on job application forms. Students fill out sample job application forms, which they are encouraged to take along when applying for a job.

GRAPHS & CHARTS USING YOUR OFFICE COPIER

Eclipse Press, 1977, pp. 96.

Provides 94 different grids to photocopy for the basis of charts and graphs--requires only a standard office copier. No more tedious drafting. It'll make data-recording a bit easier.

GUIDE TO PUBLIC RELATIONS FOR NONPROFIT ORGANIZATIONS & PUBLIC AGENCIES

Martinez, Barbara Fultz, and Roberta Weiner. Los Angeles, CA:
The Grantsmanship Center, 1977, pp. 16.



Relations with the public are vital to any organization. This easily read, attractive presentation shows how to develop and use the press release as well as get it to the media. Gives other ways to reach the printed media through feature articles and photo stories. Offers pointers on writing letters to the editors, talking to reporters, talking to editors and editorial boards. Outlines the staging of an event. Advises the reader on managing a press conference and dealing with radio and television. Details getting public service time on television and radio. Ends with an extensive list of public relations resources and references. A gem!



HEARING IMPAIRED DEVELOPMENTALLY DISABLED PERSONS

A Challenge to the Helping Professions

Stewart, Larry. Tucson, AZ: The Rehabilitation Center, College of Education, University of Arizona, 1979, pp. 255.

Starting with the background, gives a review of the model demonstration program for hearing impaired developmentally disabled persons. Explains the establishment and operation of the program's administration aspects. Tells how initial strategies were implemented and gives rationales. Offers recommendations for the future.

HOW TO SET UP AN INDEPENDENT LIVING PROGRAM: TWENTY-SEVEN QUESTIONS & ANSWERS

Curtis, Bruce. Houston, TX: Center for Independent Living, 1980, pp. 30.

Answers 27 questions concerning starting an independent living program. Some of the questions asked are: How do we start? What kind of resources do we need? How do we incorporate? Where do we get money? Who should be served?

HOW TO ADVERTISE AND PROMOTE YOUR SMALL BUSINESS

Siegel, Connie McClung. Somerset, NJ: John Wiley & Sons, Inc., 1978, pp. 128.

Tells how to promote your business through the media and community relations. Details planning a budget and setting advertising priorities, selecting your advertising media, creating an ad, using direct mail, measuring advertising and publicity. Reveals the perfect business marriage: advertising and publicity.

HUMAN SERVICE TECHNICIAN IN-SERVICE TRAINING MODULES

Competency-Based Instructional Material for Personnel Providing Direct Care Service for Handicapped Individuals

Lohmeier, Barbara, and others. Boise, ID: Human Service Technician Project Department of Teacher Education, Boise State University, 1977, pp. 131.

Describes performance criteria and gives readings for staff training modules on the following topics: human growth and development, orientation to disability and handicapping conditions, behavior analysis, interactive processes, leisure programming for DD individuals, and client care of the developmentally disabled.

IDENTIFICATION OF SPECIFIC LEARNING DISABILITIES

Ohlson, E. LaMonte. Champaign, IL: Research Press, 1978, pp. 172.

Sheds light on the definition of learning disabilities. Presents a chronological sequence of the various definitions providing the

reader with insights into the historical development of the field. Identifies common traits found within the various definitions. Outlines the causes of learning dysfunctions. The major portion of this book is devoted to the areas of screening and identification of learning disabilities with the use of specific standardized instruments designed to assess cognitive, perceptual, and academic functioning. Addresses the issue of how to teach learning disabled children. Outlines major educational approaches. A valuable resource for both the novice and the more sophisticated individual who wish to increase their skills in this area.

INFANTS BORN AT RISK: BEHAVIOR & DEVELOPMENT

Field, Tiffany, and others, eds. Jamaica, NY: Spectrum Publications, Inc., 1979, pp. 498.



Collects writings of pediatricians, neonatologists, and psychologists on the behavior and development of infants born at risk. Includes chapters on perinatal complications, parent-infant interactions, and methodological issues. Based on current research and presenting new findings on neonatal status and developmental outcome of high-risk infants. Presents new conceptualizations and methodology for the study of infants at risk. Beneficial for child development researchers, medical professionals and multidisciplinary intervention teams.

TABLE 1
Demographic and Neonatal Variables for the One Year Sample

	Prematures			Non Prematures Full sized			Total Sample		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Percent Male	28	50.0	48.2	42	50.0	48.2	70	50.0	48.2
Percent African American	14	50.0	48.2	28	50.0	48.2	42	50.0	48.2
Percent Hispanic	14	50.0	48.2	28	50.0	48.2	42	50.0	48.2
Percent Asian	14	50.0	48.2	28	50.0	48.2	42	50.0	48.2
Percent Native American	14	50.0	48.2	28	50.0	48.2	42	50.0	48.2
Percent Unknown	14	50.0	48.2	28	50.0	48.2	42	50.0	48.2
Percent Premature	14	50.0	48.2	28	50.0	48.2	42	50.0	48.2
Percent Full Term	14	50.0	48.2	28	50.0	48.2	42	50.0	48.2
Percent Low Birth Weight	14	50.0	48.2	28	50.0	48.2	42	50.0	48.2
Percent High Birth Weight	14	50.0	48.2	28	50.0	48.2	42	50.0	48.2
Percent Normal Birth Weight	14	50.0	48.2	28	50.0	48.2	42	50.0	48.2
Percent Unknown Birth Weight	14	50.0	48.2	28	50.0	48.2	42	50.0	48.2
Percent Small for Gestational Age	14	50.0	48.2	28	50.0	48.2	42	50.0	48.2
Percent Large for Gestational Age	14	50.0	48.2	28	50.0	48.2	42	50.0	48.2
Percent Normal for Gestational Age	14	50.0	48.2	28	50.0	48.2	42	50.0	48.2
Percent Unknown for Gestational Age	14	50.0	48.2	28	50.0	48.2	42	50.0	48.2
Percent Small for Gestational Age and Low Birth Weight	14	50.0	48.2	28	50.0	48.2	42	50.0	48.2
Percent Large for Gestational Age and High Birth Weight	14	50.0	48.2	28	50.0	48.2	42	50.0	48.2
Percent Normal for Gestational Age and Normal Birth Weight	14	50.0	48.2	28	50.0	48.2	42	50.0	48.2
Percent Unknown for Gestational Age and Unknown Birth Weight	14	50.0	48.2	28	50.0	48.2	42	50.0	48.2
Percent Small for Gestational Age and Low Birth Weight and Unknown for Gestational Age and Unknown Birth Weight	14	50.0	48.2	28	50.0	48.2	42	50.0	48.2
Percent Large for Gestational Age and High Birth Weight and Unknown for Gestational Age and Unknown Birth Weight	14	50.0	48.2	28	50.0	48.2	42	50.0	48.2
Percent Normal for Gestational Age and Normal Birth Weight and Unknown for Gestational Age and Unknown Birth Weight	14	50.0	48.2	28	50.0	48.2	42	50.0	48.2
Percent Unknown for Gestational Age and Unknown Birth Weight and Unknown for Gestational Age and Unknown Birth Weight	14	50.0	48.2	28	50.0	48.2	42	50.0	48.2

JOB CLUB COUNSELOR'S MANUAL: A BEHAVIORAL APPROACH TO VOCATIONAL COUNSELING

Azrin, Nathan, and Victoria Besalel. Baltimore, MD: University Park Press, 1980, pp. 209.

Marks the beginning of interaction between vocational counseling and behavioral psychology. Provides a concrete program for implementing the Job Club Approach to finding employment. Describes a method of job-seeking found effective in getting jobs for various subpopulations including normal job seekers, the handicapped, professionals, welfare recipients, youth, and college students. Offers specific procedures and schedules. Describes how the method derives from behavioral psychology.

LOVE ME

Barnes, Katherine. Augusta, GA: Richmond County School System, Department of Special Education, no year given, pp. 90.

Written through a handicapped child's eyes. He shows his parents ways to teach him new skills and to discipline him. Parents are encouraged to work slowly through their feelings of pain until acceptance and love grow for their child with handicaps.

MONOGRAPH NO. 2, MR/DD SERVICES IN RURAL AMERICA . . . IT IS TIME

Schalock, Robert, ed. Washington, DC: Institute for Comprehensive Planning, 1979, pp. 123.

Explores managerial issues and solutions. Details various service delivery models. Looks to the future of comprehensive MR/DD services in rural America.

NTIS PUBLISHED SERVICES

National Technical Information Service. Springfield, VA: U.S. Department of Commerce, 1980, pp. 158.

Lists in detail current published searches from the NTIS. Literally hundreds of thousands of abstracts are available on thousands of subjects ranging from ablation to zinc. Several thousand abstracts are available concerning behavior and society, with 247 on rehabilitation of developmentally disabled citizens. Another 196 are on behavior modification, disorders, and therapy.

OPEN TOKEN ECONOMY SYSTEM

A Handbook for a Behavioral Approach to Rehabilitation

Welch, Michael, and Jerre Gist. Springfield, IL: Charles C. Thomas, 1974, pp. 189.

Discusses the community based rehabilitation program. Tells how to establish an open token economy. Explains the exchange system, how the program works, individualization of economy process, the use of recorded information, and research data as well as proposed research.

PARTIES WITH A PURPOSE: A HANDBOOK FOR ACTIVITY DIRECTORS

Barrett, Shirley. Springfield, IL: Charles C. Thomas, 1980, pp. 185.

Designed for use in nursing homes, institutions, and group homes by activity directors or counselors to awaken dormant mental powers in residents. Describes 42 parties for year-round use for groups of up to 25 people. People with limited physical or mental ability are stimulated to think when they play these games.



PEOPLE MANAGEMENT FOR SMALL BUSINESS

Siegel, William. Somerset, NJ: John Wiley & Sons, Inc., 1978, pp. 130.

Small businesses depend on reliable, productive employees and efficient management to prosper and grow. This practical guide shows you how to find and hire good people, equip them with the proper skills to do the job effectively, and use them to help you develop your business successfully. It even offers advice on dealing with relatives in the work place.

PERSONNEL POLICIES FOR YOUR AGENCY: GET THEM IN WRITING NOW

Jensen, Jerry. Los Angeles, CA: The Grantsmanship Center, 1979, pp. 12.



This guide can take some of the pain out of thinking through the policies appropriate for your organization and getting them on paper. Well-written and inspirational, this article addresses employment, employee status and benefits eligibility, compensation, benefits, employee development, and termination of employment. Don't let the procrastination that arises from uncertainty catch you with serious personnel and fiscal problems. Forge ahead with this handbook.

PHYSICAL ACTIVITIES FOR THE DEVELOPING CHILD

Burton, Elsie Carter. Springfield, IL: Charles C. Thomas, 1980, pp. 292.

The movement program outlined in this book focuses on the total development of a child and presents activities to meet the physical, psychological, and social needs of children ages two through five years. Discusses the role physical activity plays in child development and how this activity affects psychomotor, cognitive, and affective development of a child. Tells how to design movement-activity lessons to meet the developmental needs of children. Presents tested and proven learning activities to enhance the child's body awareness, body image, and spatial awareness and teaches such concepts as body parts identification, laterality, directionality, size, and shape. Identifies and describes activities for improving basic movement and manipulative skills, including locomotor and nonlocomotor movements; balancing; climbing; tumbling stunts; and other forms of rhythmic and creative movement. Includes specifications and designs for equipment and facilities, emphasizing the practical and inexpensive. Concludes with an observation form to evaluate how well a specific program and facilities/equipment are meeting the needs of the children being served.



THE PROCESS OF PROGRAM EVALUATION

Van Maanen, John. Los Angeles, CA: The Grantsmanship Center, 1979, pp. 48.

Program evaluation is a demanding craft which, when meticulously practiced, may result in a significant contribution to improved decision-making. This article is a series of procedural hints and suggestions based on a commonsensical process model of evaluation. No knowledge of statistics or research design is assumed of the reader. The article concludes that, "The evaluator who recognizes the everyday issues in the real world and is sincerely concerned about the situation of real people with real problems, will be more effective (in terms of utilizing results) than the evaluator who subordinates humanitarianism to the so-called demands of 'scientific evaluation.'"



PUBLIC RELATIONS FOR NURSING HOMES

Bachner, John Philip. Springfield, IL: Charles C. Thomas, 1974, pp. 159.

Provides step-by-step procedures for developing more effective public relations programs. Discusses a wide range of general programs suitable for application to any public group. Covers use of in-house communications, news releases, newsletters, publishing of articles, advertisements, and many other public relations tools. Delves into the specific needs of specific groups with a significant amount of material devoted to employee relations.

RESIDENTIAL SERVICES--COMMUNITY HOUSING OPTIONS FOR HANDICAPPED PEOPLE Second Edition

Downsview, Ontario: National Institute on Mental Retardation, 1978.

Identifies key principles and common elements of developing and operating a residence or system of residences of acceptable quality and standards. Individual sections of the manual are devoted to these issues. Gathers the work of leaders in the field of mental retardation. Gives examples of service structures, budget plans, and planning principles. Lists books and films. Includes sections on physical settings, housing alternatives, management and economic issues.



SOCIAL & PSYCHOLOGICAL RESEARCH IN COMMUNITY SETTINGS

Munoz, Ricardo, and others. San Francisco, CA: Jossey-Bass, Inc., 1979, pp. 394.

Presents the results with a discussion of eight research-based community projects, all successful in changing the lives of the subjects involved. Does not deal specifically with a DD population, but the processes involved in the research are effective with any population.

SPECIAL EDUCATION INDEX TO ASSESSMENT MATERIALS

National Information Center for Educational Media (NICSEM). Los Angeles, CA: University of Southern California, 1980, pp. 127.



Presents a portion of the NICSEM database through a contract with the Bureau of Education for the Handicapped. Contains information about approximately 1,500 materials related to the assessment of exceptional students. Consistent with the mandates and intent of the Education for All Handicapped Children Act, an effort was made to identify and index materials dealing with least-biased assessment.

Includes both specific tests and information about test development and testing procedures. Describes a variety of standardized and criterion-referenced, formal and informal assessment instruments. All are appropriate for use with students of various ages and with different disabilities. Includes tests to evaluate achievement or aptitude and measure sensory, motor, or communication skills; as well as tests designed for specific disciplines such as speech pathology and psychology. Indexes professional materials focusing on testing procedures, development, construction, and interpretation.

SUCCESSFUL SELLING SKILLS FOR SMALL BUSINESS

Brownstone, David. Somerset, NJ: John Wiley & Sons, Inc., 1978, pp. 112.

Successful selling depends on a special combination of high motivation and sound basic skills. This practical, step-by-step book is filled with information and examples to help develop these skills to consistently get results. It covers every aspect of the selling process--from starting attitudes to post-sales considerations.

TEACHER SUPERVISION THROUGH BEHAVIORAL OBJECTIVES
An Operationally Described System

Piper, Terrence, and Denise Elgart. Baltimore, MD: Paul H. Brookes, Publishers, 1979, pp. 124.

Describes models of teacher supervision, measurement of teacher rapport, observation of individualized instruction, how to write behavioral objectives, and delivery of feedback to the teacher. Short, but sweet.

TOILET TRAINING FOR THE INDIVIDUAL WHO IS MULTIPLY-HANDICAPPED
A Manual for Caregivers

Edwards, Gary. Birmingham, AL: DESEMO Project, pp. 10.

Proposes to train individuals to help themselves reach levels of competence within their abilities in toilet behaviors. Designed especially for the multiply-handicapped individual.

TRANSPORTATION SERVICES FOR THE DISABLED & ELDERLY

Brail, Richard, and others. New Brunswick, NJ: Center for Urban Policy Research, 1976, pp. 228.

Examines three distinct mobility limited populations: the physically disabled, the developmentally disabled, and the elderly. Discusses a range of topics focusing on the provision of transportation services to the disabled and elderly. Examines the changes in urban spatial structure, population, and employment to understand the issue of increased mobility for transportation disadvantaged. Reveals the travel demands of the three populations studied. Discusses designing a transportation system, focusing on vehicle costs, alternative operating structures, and program evaluation. Reviews administrative considerations. Explores various financial, legal, and institutional issues. Summarizes the research and suggests ways in which local areas can move further down the path toward servicing the needs of their disabled and elderly populations.



WORKING WITH PARENTS OF HANDICAPPED CHILDREN

Heward, William, and others. Columbus, OH: Charles E. Merrill Publishing Co., 1979, pp. 299.

Shows how teachers and parents can form a partnership and collaborate to help the handicapped child. Describes this collaboration and shows how to make it work. Using contemporary behavioral techniques, instructs readers on how to increase desirable behavior,

change inappropriate responses, and teach new behavior. Recognizing that one must first know how to observe behavior, the book devotes a section to this important process. The authors have taken care to show how behavior management can be effectively used in the home with handicapped children.

YOUR ANNUAL REPORT: HOW TO PLAN, PRODUCE, PACKAGE, & PROMOTE IT
Koestler, Frances. Los Angeles, CA: The Grantsmanship Center,
1979, pp. 28.

The basic function of an annual report is to render an account of a single year's activities and expenditures. The document can be more than an obligation. It can serve to advance your agency's progress toward future goals. This excellent resource tells how to plan, produce, package, and promote your own annual reports. Like all other creative jobs, writing reports can be hard work. Approached with the proper spirit and helped by the suggestions in this article, this dreary task can turn into a satisfying and invigorating experience.■

HOW TO ORDER

Materials are available for a two to three week loan period which includes time in transit. Extensions may be requested by calling TRIC (449-2446 or 449-5647).

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Call TRIC at 449-5647 or 449-2446 between 8 a.m. and 5 p.m. (closed for lunch and state/federal holidays). Be sure to have the following information ready before placing your phone order: the title of the material (as much as you know) or the type of information you're seeking and the business address to which the materials is to be sent.

high interest

low vocabulary



TRIC is developing a library within a library. Tucked away between volumes of research and other weighty tomes are a scattered, but growing, number of books termed "high interest, low vocabulary." Subjects are of general interest and often pertain to most people's daily lives. The writing uses a basic vocabulary and a captivating style. These books and booklets are geared to people having minimal to moderate reading skills. We hope you'll remember these titles and borrow them to use in your programs.

BE INFORMED SERIES

Study for Adults

Syracuse, NY: New Readers Press (NRP), 1976.

Reading level: grades 3-4

The *Be Informed Series*, periodically updated, is designed to provide practical information to the low-income family in particular. Each unit contains information sections and review exercises with an answer key. The student practices reading comprehension, functional writing skills, computational skills, decision making, and problem solving.

● Units 1-10

Address personal concerns such as owning a car, buying a house, obtaining insurance and credit, renting a place to live, finding a job, following the news, doing taxes, and banking.

● Units 11-20

Explore mental retardation, marriage, units of measure, wise buying, library use, money, drugs, nutrition, population, and pollution. A crazy quilt of bits of useful information.

THE CHRISTMAS STORY

Traub, Margaret. NRP, 1972, pp. 22.

Reading level: grade 3

Tells the story of the birth of Jesus in simple language new readers can understand. Illustrated.

DAVID: FROM SHEPHERD BOY TO KING

Lawson, Shirley. NRP, 1961, pp. 16.

Reading Level: grades 1-2

Tells the bible story of David. Offers a carefully controlled vocabulary, simple language, and illustrations. Doesn't reveal David's personal and spiritual struggles.



THE NEWSTREAMLINED ENGLISH SERIES is a basic reading and writing course written for adult students. Adults who cannot read at all can start with the first lesson and proceed to the last with relative ease.

● Teacher's Manuals for Skill Books 1-3

Laubach, Frank, Elizabeth Moore Kirk, and Robert Laubach. NRP, 1970, pp. 148.

Clearly presents how lessons in the series are to be taught. Lists and explains the principles of teaching adult new readers. Catalogs teaching aids.

● Skill Book 1: Sounds & Names of Letters

Student Workbook

Laubach, Frank, Elizabeth Moore Kirk, and Robert Laubach. NRP, 1969, pp. 72.

For the person who cannot read any letters or words. Each of the first five lessons contains a picture-association chart to teach the key words and sounds, a story using the key words, a writing lesson, and a homework page. Charts in Lessons 6-11 present key words (without pictures), letters, and numbers. Review is provided by checkup pages and listen and write exercises. The lessons have been arranged so that the student will gain a feeling of confidence and self-help from the first.

● More Stories I

Reader

Eagle, Gertrude, ed. NRP, 1975, pp. 56.

Each lesson in the skill book is one step up in the reading process. Some students will welcome a "breather" at each step to read two or three additional stories at that exact level. This book provides these breathers and reinforces the reading skills learned. Great care was taken to make sure each story in this book corresponds to its skill book lesson. No new sentence structures are introduced. The vocabulary is controlled. Only ten new words, including the personal pronouns, are introduced in this book. No new words appear until after the student has met all the consonant and short vowel sounds in the first five lessons.



● Skill Book 2: Short Vowel Sounds
Student Workbook

Laubach, F., E. Kirk, and R. Laubach.
NRP, 1969, pp. 80.

Contains 15 lessons structured around the short vowels and the sounds they represent. Introduces various vowel and consonant combinations and some consonant blends. Emphasizes word recognition through the use of phonic skills.

● City Living
Reader

Laubach, F., and E. Kirk. NRP, 1967, pp. 32.

Correlated reader to accompany *Skill Book 2*. Introduces 59 new words. Chapter headings are Jack Black Comes to the City, In the Dress Shop, Working in a Factory, City Traffic, At the Market, the Puppy Got the Duck, What Happened? and the New Word List.

● Skill Book 3: Long Vowel Sounds
Student Workbook

Laubach, F., E. Kirk, and R. Laubach. NRP, 1969, pp. 128.

Presents the long vowel sounds and the regular spellings. Teaches that a long vowel sound may be spelled in several different ways. The stories are longer in this skill book and the paragraphs are indented. Exercises give practice in phonics, structural analysis, comprehension, and writing.

● New Ways
Reader

Laubach, F., and E. Kirk. NRP, 1968, pp. 36.

Correlated reader to accompany *Skill Book 3*. Introduces 160 new words. Chapter headings are a Cake Sale, the Golden Age Club, the Airplane Ride, Helen Keller, Maria and Carlos, and the New Word List.

● Teacher's Manual for Skill Book 4

Laubach, F., and E. Kirk. NRP, 1969, pp. 59.

Gives explicit instructions for teaching *Skill Book 4*. Complete directions enable even the inexperienced teacher or volunteer to understand the method of presentation and to apply it in teaching each lesson in the skill book and the correlated reader, *People and Places*.

● Skill Book 4: Other Vowel Sounds
Student Workbook

Laubach, F., E. Kirk, and R. Laubach. NRP, 1968, pp. 128.

Teaches the six remaining vowel sounds represented by the combinations *oo*, *ou*, *au*, *ow*, *or*, and *oi*. Variant spellings for these sounds are also taught. The student learns to depend more on phonic and blending skills for word recognition and less on visual aids. Simple grammar rules and cursive writing are introduced.

● People and Places
Reader

Laubach, F., and E. Kirk. NRP, 1968, pp. 40.

Correlated reader to accompany *Skill Book 4*. Chapter headings are Big-hearted Arthur, Man Lost, New Sights, George Washington Carver, and the New Word List.

● Teacher's Manual for Skill Book 5

Laubach, F., and E. Kirk. NRP, 1969, pp. 64.

Gives the lesson-by-lesson instructions helpful to the teacher using *Skill Book 5*. Sections on new words, silent reading and discussion, oral reading, and relating the story to everyday life.

● Skill Book 5: Special Consonant Sounds
Student Workbook

Laubach, F., E. Kirk, and R. Laubach. NRP, 1969, pp. 128.

Covers variant sounds represented by more than one consonant symbol and gives regular spellings for consonants that may be spelled more than one way. Introduces some of the most frequently used words which seem to break all spelling rules. From Lesson 19 on, the student is expected to use a dictionary for word pronunciation.



● Opening Doors
Reader

Stafford, Virginia. NRP, 1969, pp. 95.

Correlated reader to accompany *Skill Book 5*. This supplementary reader is a happy novel. The characters have troubles but learn to win out over their problems.

PAT KING'S FAMILY
Reader

McFall, Karen. NRP, 1977, pp. 64.



Tells the story of a young wife whose husband leaves her and their two small children. As the plot develops, Pat King learns to take responsibility and grows toward a better understanding of their marriage. The novel deals with activities familiar to adult new readers--finding a job, budgeting, making friends, dealing with personal problems. Students can identify with the characters and become involved in the conflict of the situation. For students working on a low reading level, *Pat King's Family* provides a tremendous incentive for reading--pleasure. The novelette is written from the cumulative word list of *Skill Books 1* and *2* and the correlated readers *In the Valley* and *City Living* of The New Streamlined English Series.

THE STORY OF JESUS

Lauback, Frank. NRP, 1963, pp. 61.

Reading Level: grades 1-2

Tells the Bible story of Jesus in three easy-to-read books: *Jesus' Birth and Ministry*, *Jesus' Death and Resurrection*, and *The Parables of Jesus*. Ten or fewer new words are introduced in each lesson and then repeated several times. Offers a carefully controlled vocabulary, simple language, and four-color illustrations.

TWO FOR THE ROAD

Keller, Rosanne. NRP, 1979, pp. 32.

Reading Level: 2.1

This may be the first book your students will ever read for fun. Its first amusing tale, *Ms. Trucker*, is about Ann, a trucker. Ann is very proud of her job, even though the other truckers give her a hard time. One of the truckers, Tom, would like Ann to marry him and settle down as his housewife. The entertaining

struggle between them and their roles will have readers glued to the pages from beginning to end.

The Ups and Downs of a Pike's Peak Peanut Pusher is a yarn about a man who pushed a peanut up to the summit of Pike's Peak. His labored climb will be enthusiastically enjoyed by readers of all ages.

Two for the Road is written on a New Streamlined English Skill Book 2 reading level. Words not included in the skill book and its correlated reader are listed in the back for easy pre-teaching.

WE HONOR THEM
Volumes I and III
Readers

Watson, Willie Mae. NRP, 1964, pp. 48.
Reading Level: 3.3-4.4

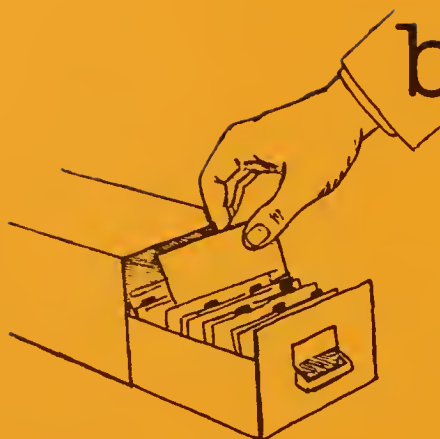
Books in this series feature short biographical sketches of outstanding black Americans, written in a controlled vocabulary. The persons included made significant contributions to America in a variety of fields. Each book contains word study helps, exercises, and a bibliography. Stories are illustrated with drawings or photos.

YOU AND OTHERS ON THE JOB
Carlos: With My Own Hands
Melanie: Proving Myself
Paul: But What Suits Me?

Weeks, Doug, ed. NRP, 1979.
Reading Level: 3.9-4.2

Those New to the working world often wonder how to handle challenges and co-workers, and how to handle themselves when the demands of the job seem to conflict with who they are. This series of books brings these personal and interpersonal problems into the classroom for readers to relate to and reflect on. The stories are of realistic incidents in the lives of Carlos, a beginning woodworker; Melanie, a legal secretary trainee; and Paul, a salesclerk in a large department store. Newcomers to the working world will gain confidence in seeing others successfully learn the ropes of a first job.■





bibliographies

BIBLIOGRAPHY NEUROPSYCHOTHERAPY

King, Lorna Jean, and Beth Moyer. pp. 5.

Cites 55 references. Gives 12 useful assessment tools for the occupational therapist in a psychiatric setting.

INDEX OF SENSORY INTEGRATION LITERATURE FOR OCCUPATIONAL THERAPY & RELATED PROFESSIONS

Glover, Susan, and Warren Weed. Birmingham, AL: University of Alabama.

Gives the clinician, educator, and student various sources of information on sensory integration. Groups the bulk of the references under activities/games/programs, developmental disabilities, education, evaluation/assessment/tests, learning disability, motor development/movement, neuro, perception/motor/cognition, schizophrenia, sensory integration and dysfunction, sensory stimulation, tactile vibration, proprioception/kines-thesia, training, therapy/treatment, vestibular, and vision.

READER DEVELOPMENT BIBLIOGRAPHY

July 1977 with updates from 1977-1978

Forinash, Melissa. Syracuse, NY: New Readers Press, 1977, pp. 109.

Lists and briefly describes books written for readers at the 0-8 grade level. Major topics: leisure reading, community and family life, jobs, reading and writing, arithmetic, science, and the world and its people. Author, series, and subject indices provide convenient cross references. An appendix explains how reading levels are determined with the Gunning Fog Index.

TOILET TRAINING BIBLIOGRAPHY

From Beth Moyer, 1980.

Cites 43 different references and 18 different technological/mechanical aids to toilet training.■

CATALOGS

BeOK! 1980 PROFESSIONAL SELF-HELP AIDS CATALOG

Brookfield, IL: Fred
Sammons, Inc., 1980,
pp. 87.

This catalog has
everything in
the line of
self-help
equipment.

Major section
headings are:
orthotic, vel-
cro, evaluation,
clinic, instruc-
tional, books/video/tapes, reachers, recreational, hygiene,
homemaking, communication, wheelchair accessories, dressing, and
eating. A toll free number for ordering is given.



HUMAN GENETICS: INFORMATIONAL & EDUCATIONAL MATERIALS Supplement Number 1

HEW. Rockville, MD: National Clearinghouse for Human Genetic
Diseases, 1980, pp. 96.

Lists educational and informational materials for human genetics
and human genetic diseases. Materials listed include: books,
brochures, pamphlets, journal articles, audio cassettes, film-
strips, teaching kits, motion pictures, slide sets, slide/tape
lectures, video cassettes, and a list of publishers/organizations/
producers.

BUYER'S GUIDE

Accent on Living, 1980-81 Edition

Bloomington, IL: Accent on Living, pp. 93.

Lists and describes adaptive equipment under these headings:
automobile controls, automobile travel (bus/car/van), bathing,
clerical, clothing, communication, dressing, drinking, eating/
education/exercising, furniture, gardening, grooming, home manage-
ment, housing and architectural barriers, marriage and family
(sexuality), mobility aids, personal adjustment, personal adjust-
ment, personal comfort, public transportation, reading, recrea-
tion, remote controls, respiratory, spinal cord injury, sports,

toilet, transfer, traveling and touring, vocation, and writing. Also given are sections on miscellaneous assistive devices. Of general interest are cassettes, films, publications, and slides. This good catalog ends with an index of advertisers, addresses (manufacturers/publications, films and cassettes, services, periodicals), organizations for the disabled, and an index of products.

TOYS & GAMES FOR EDUCATIONALLY HANDICAPPED CHILDREN

Second Printing

Buist, Charlotte, and J. L. Schulman.
Springfield, IL: Charles C. Thomas,
1969, pp. 228.

Catalogs toys and games made by a number of different manufacturers. Sections include: visual perception (like-different, part-whole, spatial relations, figure-ground), auditory perception (like-different and figure-ground), retention and recall (visual memory and auditory memory), conceptualization, and expression (fine motor, gross motor, and verbal).■



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Dial the toll-free Hotline for answers to your infant nutrition questions. Operators use an Answer Library of tape-recorded messages prepared by child development experts. The Hotline is co-sponsored by the U. S. National Commission on the International Year of the Child and the Beech-Nut Baby Food Co.

The service operates Monday-Friday, 9 a.m. to 4 p.m. Eastern Time.

800-523-6633

bro•phlets*

NEBRASKA AUTISM SERIES

McGee, John. Lincoln, NE: National Society for Autistic Citizens

Current & Future Directions in Services for Autistic Children, pp. 8.

Guidelines to Establish Adequate Service Programs for Autistic Persons, pp. 6.

The Nebraska Autism Plan, pp. 16.

Needs of Autistic Children & Their Families, pp. 6.

Recognizing Autism, pp. 10.

This series of booklets grew out of recent Nebraska surveys of autistic people and their families. The four small books contain recommendations for services to both autistic individuals and their families, descriptions of the phenomena of autism, a picture of the current state of services in Nebraska, and future directions in services for this special population.

VISUAL COMMUNICATION INSTRUCTION

Part I: Receptive Instruction

DESEMO PROJECT. Birmingham, AL: Center for Developmental and Learning Disorders

Outlines a systematic method of teaching visual symbols to non-verbal, severely physically or mentally handicapped individuals. The method includes a manual with 25 lesson plans to use with a Visual Communication Display device. ■

NOW, ABOUT THOSE:



The drawing of a brilliant-cut gemstone signals a book of rare value. Once in awhile there's a real sparkler in our collection of new materials. We hope you find these gems as readable, engaging, and valuable as we have.

* Do *you* know the difference between a "brochure" and a "pamphlet?" We had to look it up in the dictionary. To save us all from yet another spurious distinction we combined the two, threw in "leaflet" for good measure and coined the word "bro-phlet."

windfalls

Report from Your Relentless Researchers

Autumn winds blew down more than leaves this quarter. Several good online reference searches, an interesting article on perceptual-motor training, and news of a Blissymbolic Resource Center came TRIC's way. If you rake in some *Windfalls*, don't forget to pass them along through this section.

ORS

The Montana State Library offers an online reference service (ORS)--a computer with access to many and various data bases. If you want to know the latest published research on your pet project, TRIC will help you plug into this free service. MSL's computer will search out all pertinent references and produce an annotated bibliography which is then sent on to TRIC. Particularly interesting references can be chosen and ordered for TRIC users.

Four more ORSs are available for loan from TRIC:

Autism. 147 abstracts. Descriptors were autism, therapy, treatment, modification, and psychotherapy. Years searched were 1975-80. Date of run was 13 February 1980.

Self Control. 24 abstracts. Descriptors were mental retardation, developmental disabilities, mental deficiency, and self control. Date of run was 2 July 1980.

Self-stimulatory Behavior. 112 abstracts on how to deal with self-stim. Descriptors were mental retardation, developmental disabilities, mental deficiency, time-out, overcorrection, DRO, and operant conditioning. Date of run 1 October 1980.

Teaching with Computers. 112 abstracts on using computers to teach skills to developmentally disabled people. Descriptors were mental retardation, developmental disabilities, biofeedback, programmed instruction, computers, teaching machines, memory bank, and educational technology.

SI

Is sensory integration (SI) the new wave? Some say yes. Called by many names, this new field is certainly growing. For some background reading from one of the foremothers in the field, check this one out: *Perceptual Motor Training of the Adult Psychiatric Patient*, by Lorna Jean King. This six page paper outlines developments past and present. ■

The Descriptor Et Cetera is published quarterly by the Training Resource and Information Center, Developmental Disabilities Division of the Department of Social and Rehabilitation Services, State of Montana. Library and information requests may be sent to TRIC, 1219 Eighth Avenue, Helena, MT 59601 or made by phone (406) 449-2446. Send address change with old label to above address. Comments and suggestions are welcomed.

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